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AUTHOR Ruud, Jay
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ABSTRACT

Northern State University (South Dakota) held a 4-week institute on Chaucer's "Canterbury Tales" for high school English teachers from South Dakota and four neighboring states (North Dakota, Minnesota, Iowa, and Nebraska) in summer 1989. The institute provided an opportunity for high school teachers inadequately trained in this area to become more confident in teacher Chaucer, and revitalized the enthusiasm of teachers who have already taught Chaucer by suggesting new methods and acquainting them with important scholars in the field. An intensive program of daily discussion sessions on individual tales and daily lectures and workshops conducted by project directors or major guest speakers was conducted by two university professors who are Chaucer specialists and one highly experienced high school English teacher. Guest speakers included four of America's top Chaucerian scholars. Additional program outcomes will include a follow-up conference, a newsletter, and a book of participants' papers. The report contains the institute schedule, lists of readings, brief biographical notes of the staff, and a summary of activities. Evaluation by participants and an outside consultant indicated the program was very successful. (MSE)

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ED316097

Canterbury Tales Institute

Northern State University

Aberdeen, SD 57401

Professor Jay Ruud, Director

Department of English

Funded by a grant from

The National Endowment for the Humanities

June 19-July 14, 1989

HE023 210

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

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2. Abstract

Northern State University in Aberdeen, South Dakota held a four-week Institute on Chaucer's Canterbury Tales for high school English teachers from South Dakota and four neighboring states (North Dakota, Minnesota, Iowa, and Nebraska), on June 19-July 14, 1989. Funded by the National Endowment for the Humanities, the Institute provided an opportunity for high school teachers who may have been inadequately trained in this area to become more confident in teaching Chaucer, and revitalized the enthusiasm of teachers who already have taught Chaucer by suggesting new methods and by acquainting them with important scholars in the field. These two objectives were attained by an intensive program involving daily discussion sessions on individual tales, and by daily lectures and/or workshops conducted by project directors or major guest speakers.

The institute was conducted by two university professors who are Chaucer specialists and one highly experienced area high school English teacher. Guest speakers included four of America's top Chaucerians. Ultimately the benefits of the program will be disseminated in a follow-up conference, a newsletter, and a booklet of participants' papers.

3. Introduction

The following pages discuss, first, the background of the NEH Chaucer Institute, including the problem which its inception attempted to deal with, how those needs were assessed, and what our goals in the institute were. This is followed by a detailed description of the project, describing the participants, the staff, the activities, and the costs of the project. Next is a summary of results, including a summary of the participants' evaluations and of our outside evaluator's comments. Finally, in the section entitled "Conclusions and Recommendations," we describe the overall effectiveness of the project and its viability for other institutions.

4. Background

South Dakota and the upper Midwest in general have traditionally had a utilitarian philosophy of education. The return to a humanistic curriculum recently called for by many educators can be sparked in this area through programs that can get teachers excited about chief cornerstones of our literary culture, one of the most important of which is Geoffrey Chaucer.

The importance of Chaucer to English literature, and the benefits of studying Chaucer, are clear. But the quality and quantity of Chaucer instruction in high schools is diminishing. In the recent book What Do Our 17-Year Olds Know?, based on a survey of 7812 high school juniors in 1986, Chester E. Finn and Diane Ravitch found that only 36.1% of those surveyed had any knowledge of Chaucer's Canterbury Tales, a statistic they called "poor." But data suggest that the situation in South Dakota is worse even than the national average. Of 222 college freshmen surveyed at Northern State University in 1988, only 21.77% could correctly identify Chaucer as the author of the Canterbury Tales. When asked which, if any, of the Canterbury Tales they had read in high school, over 71% of these freshmen said they had never read any. The

fact that on the same survey 86.49% of the students were able to name titles of Shakespeare's plays they had read in high school suggests that students' knowledge of pre-twentieth century literature in English is well on the way to being reduced to knowledge of a single author. The freshmen knew even less about early history or language development. Yet virtually every high school in South Dakota has a British or a World Literature class for college bound students which could have a unit on Chaucer. Why isn't more of this information getting to, or being retained by, the students?

Teacher training, teacher confidence, and teacher enthusiasm for Chaucer all need to be improved, as suggested by a December 1987 survey of 137 secondary school English teachers in South Dakota. Of survey respondents who teach an English literature course in South Dakota high schools, only 24.14% ever took a Chaucer course in college. Not surprisingly, nearly 41% of these English teachers said they definitely felt less confident teaching Chaucer compared with other English writers. A comparative lack of knowledge about and of confidence in teaching Chaucer must inevitably result in a general lack of enthusiasm on the part of many high school English teachers when the Chaucer unit comes up. Certainly this lukewarm attitude must be picked up by students, and the result seems to be the disturbing statistics about students' knowledge cited earlier. We addressed this important need by making our chief goal in this institute expanding and improving high-school level instruction of Chaucer by enhancing high-school teachers' knowledge of, building up their confidence in, and firing their enthusiasm for Chaucer's Canterbury Tales.

More precisely, the purposes of the institute were as follows:

"First, participants' knowledge of the material will increase as we study in detail the General Prologue and the thirteen most accessible and important tales, emphasizing the unique qualities of each tale as well as its social, historical, and literary context--particularly its relationship to other tales and to the Canterbury Tales as a whole. Secondly, participants' confidence in teaching Chaucer will be enhanced first by their increased knowledge, and secondly by their becoming more familiar with Chaucer's language: participants will have both a Middle English text and a translation of the Tales, and will both listen to and participate in daily oral readings from the original. Since each participant will also contribute opening comments in at least two discussion sessions, the experience of speaking before a group of peers should also enhance the participants' confidence with Chaucer in the classroom. Third, new-found confidence encourages enthusiasm which in turn motivates students to learn and explore. Consequently, this institute should improve the quality and the quantity of Chaucer instruction in high schools, and help stimulate student interest in the development of language and the history of ideas reflected in literature."

5. Description

a. Participants

The institute served 24 full-time instructors of English or literature from public or private secondary schools in South Dakota and four neighboring states. Since we were particularly interested in providing this opportunity for people who may not have had easy access to major research institutions, we sought applicants within about a 250 mile radius of the campus (this chiefly affected people not in the immediate neighborhoods of the Universities of Minnesota, Nebraska, or Iowa). For advance publicity, we used mailing lists of high schools and/or of secondary English teachers available from the Departments of Education in the five targeted states. We also placed advertisements in professional publications (such as the NCTE affiliate newsletters) for each of the states. We particularly encouraged Advanced Placement, gifted education, and Humanities teachers to apply, as well as teachers who presently teach courses, such as British or World Literature, in which Chaucer is or could become a component. Applicants were required to have a B.A. or equivalent degree (with a major or minor in English) and at least one year's teaching experience. We sought, and achieved, a mixed group of participants that balanced representation across the targeted geographical area, and balanced men and women, years of experience, types of institutions, and educational background. We expected some participants to attend because they lacked experience and knowledge of Chaucer and so had a great deal to gain from the institute; others wanted to participate because they already were enthusiastic about Chaucer and so had a great deal to contribute to the experience. Realizing that this sort of diversity existed, we based our selection not so much on hard data but at least in part on a one-page statement in which applicants indicated how they believed the institute would benefit them professionally.

Participants each received a $1000 stipend, and were provided room and board on Northern's campus and travel expenses to and from Aberdeen.

b. Content and Format

The core of the institute was a close reading of the "General Prologue" and thirteen of the most important Tales in group discussion sessions from for two hours each afternoon. Divided into two groups of twelve, the participants met in groups with Dr. Ruud and Dr. Fein. The groups switched leaders at the half-way point of the institute. These discussion sessions were introduced and augmented by the morning sessions, consisting of lectures and panel discussions by institute directors or by major speakers.

The structure of the institute was based on the conviction that none of the tales exists in isolation, and that we enhance and strengthen our understanding of any one tale by considering its relationship to others (so that "The Knight's Tale," for example, is enriched by a comparison with other romances on the one hand, and by the contrasting "Miller's Tale" on the other). Accordingly, the timetable for the institute reflects a variety of methods to relate tales to one another (this

structure should encourage teachers who may devote a limited time to Chaucer to go beyond the traditional "Nun's Priest" or "Pardoner" and teach groups of tales which may be related in any number of ways). Specifically, we began with pieces the participants had most likely taught, but in isolation: "The General Prologue" and "The Pardoner's Tale," followed by "The Wife of Bath's Prologue." This combination illustrates a "dramatic" approach to the tales (the assumption that the tale reflects the personality of its teller). The "Wife of Bath's" Arthurian tale provided an occasion to consider romance as a genre, and so led into "The Knight's Tale." We read Fragment I ("The Knight's Tale," "The Miller's Tale," and "The Reeve's Tale") in order, suggesting that another way of studying the tales is to consider how they relate to one another within their individual fragments. We followed the Miller and Reeve with the Shipman's and Merchant's tales, and focused on the fabliau genre. "The Clerk's Tale" and "The Franklin's Tale" followed the Merchant, thereby allowing us to talk about another classic way of grouping the tales: according to the theme of marriage. Next, the "Friar's" and "Summoner's" tales relate to one another dramatically, as do the "Prioress's" and the "Nun's Priest's," but all four of these tales might be considered together as a group of tales told by narrators whose occupations connect them with the church. Finally, in "The Nun's Priest's Tale" we ended with another tale most often taught in high school, but which now could be seen as a compendium of themes and techniques which we had seen in the other tales, thus emphasizing again the importance of seeing how all the tales relate to one another.

While these afternoon sessions provided open and flexible small group discussions of the meaning of individual tales and their relationship to one another and the work as a whole, the morning lecture sessions were designed to provide the broader intellectual, aesthetic, and social context of the works (again stressing that the tales cannot be isolated). Four of these lectures were planned for major guest speakers. Other lectures were the responsibility of the three core staff. While these lectures considered broad topics and built on one another, each morning session addressed an issue important for the tale to be discussed that afternoon. For example, Charles Muscatine's lecture on the fabliaux was a focal point for discussion of "The Reeve's Tale," but also for the other fabliaux. John V. Fleming's lecture on Chaucer's religion provided a springboard for discussion of "The Pardoner's Tale," but also gave background useful for every tale. The lecture on Boethius was important for "The Knight's Tale," but again provided background important for the Tales in general.

Beyond the regularly scheduled meetings, more informal exchanges between participants to occurred during evening hours. Some were quite spontaneous; others were planned. We scheduled at least one purely social event each week (a barbecue or picnic for example). Furthermore, we provided evening screenings of instructional videos, films, etc. available for teachers (such as the films The Medieval Mind, From Every Shires Ende, and A Prologue to Chaucer), and on other evenings showed commercial films of interest, such as The Name of the Rose, Monty Python and the Holy Grail, Becket, The Lion in Winter, and Camelot. To

encourage enthusiasm for Middle English, we also scheduled a dramatic reading of "The Miller's Tale."

INSTITUTE TIMETABLE

Texts: Primary readings in Chaucer are from V. A. Kolve and Glending Olson, eds., The Canterbury Tales (Norton) and Nevill Coghill, trans., The Canterbury Tales (Penguin); Supplementary readings labeled "Miller" are from Robert P. Miller, Chaucer: Sources and Backgrounds (Oxford). Other supplementary readings, some of which are optional, include sections of Boitani and Mann's Cambridge Chaucer Companion, Muscatine's Chaucer and the French Tradition, and Barbara Tuchman's A Distant Mirror. Other primary sources for participants to read are Sir Gawain and the Green Knight and Boethius' Consolation of Philosophy. Participants will be provided with copies of each of these works, as well as Joseph Gibaldi's Approaches to Teaching the Canterbury Tales.

Some supplementary readings will also be placed on reserve at Northern's library. In addition, Northern's Campus Bookstore will have on hand secondary books by faculty of the institute (i.e. Muscatine, Fleming, and Benson--Owen's book is out of print, though we are trying to obtain a few copies), if participants wish to own these texts.

Morning lecture sessions will be in JC-134 and will begin at 9:30 and run no later than 11:30; afternoon discussion sessions will be in either MJ-338 or the Writing Center, Seymour 101, and will run from 1:30 to 3:30.

Week I:

Monday (June 19):

Morning--Arrival and check-in

Afternoon--Welcome, introduction of coordinators and participants, discussion of format of institute, division into two discussion groups, tour of campus. (Ruud)

Tuesday (June 20):

Morning--Lecture on Chaucer's language (Fein)

Afternoon--Primary Reading: "General Prologue"

Evening--Screening of The Medieval Mind, From Every Shires Ende, and A Prologue to Chaucer.

Supplementary Reading: Kolve, "Chaucer's Language," pp. xiii-xvii), Ross, "An Approach to Teaching Chaucer's Language" (in Gibaldi); Miller, "John Gower, from Vox Clamantis: Complaint against Chivalry and Complaint against Plowmen" and " The Clergy"; Strohm, "The Social and Literary Scene in England" (in Boitani and Mann); Man's essay in Kolve, pp. 471-483.

Reserve: Jill Mann, Chaucer and Medieval Estates Satire.

Wednesday (June 21):
Morning--Lecture on Chaucer's Life and Times (Clemens)
Afternoon--Primary Reading: "General Prologue"
Evening--Screening of The Name of the Rose
Supplementary Readings: Tuchman (passim); Curran, "The Cultural Context" (in Gibaldi); Du Boulay's essay in Kolve, pp. 441-459.
Reserve: Donald Howard, Chaucer.

Thursday (June 22):
Morning--Lecture on "Chaucer's Religion" (Fleming)
Afternoon--Primary Reading: "The Pardoner's Tale"
Evening--Reception for Fleming at President Brown's (6:00)
Supplementary Readings: Tuchman, ch., 16, "The Papal Schism"; Spearing, "The Canterbury Tales IV: Exemplum and Fable" (in Boitani and Mann).
Reserve: D. W. Robertson, Jr., A Preface to Chaucer.

Friday (June 23):
Morning--Lecture on Women in the Middle Ages (Fein)
Afternoon--Primary Reading: "The Wife of Bath's Prologue"
Supplementary Readings: Miller, "Saint Augustine, from The City of God," "Eustache Deschamps, from The Mirror of Marriage," "St. Jerome, from The Epistle against Jovinian," "Jean de Meun, from the Romance of the Rose"; Schibanoff, "The Crooked Rib: Women in Medieval Literature" (in Gibaldi).

Week II:
Monday (June 26):
Morning--Lecture on Romance and the Arthurian Legend (Fein)
Afternoon--Primary Reading: "The Wife of Bath's Tale"
Evening--Screening of Camelot
Supplementary Readings: John Gower, "The Tale of Sir Florent," from Confessio Amantis; Sir Gawain and the Green Knight; Burrow, "The Canterbury Tales I: Romance" (in Boitani and Mann); Tuchman, ch. 3, "Youth and Chivalry."

Tuesday (June 27):
Morning--Lecture on Boethius, Chaucer and Medieval Philosophy (Ruud)
Afternoon--Primary Reading: "The Knight's Tale"
Evening--Dramatic Reading of "The Miller's Tale"
Supplementary Readings: Boethius, The Consolation of Philosophy; Provost, "The Boethian Unity of the Tales" (in Gibaldi).

Wednesday (June 28):
Morning--Lecture on Medieval Drama (Clemens)
Afternoon--Primary Reading: "The Miller's Tale"
Evening--Lecture on Chaucer's style (Muscatine)
Supplementary Readings: Muscatine, Chaucer and the French Tradition; Pearsall, "The Canterbury Tales II: Comedy" (in Boitani and Mann).

Reserve: Variorum edition of The Miller's Tale; V. A. Kolve, The Play Called Corpus Christi; The Second Shepherd's Play.

Thursday (June 29):
Morning--Lecture on Chaucer's Fabliaux (Muscatine)
Afternoon--Primary Reading: "The Reeve's Tale"
Evening--Reception for Muscatine in Missouri River Room (7:00)
Reserve: Charles Muscatine, The Old French Fabliaux; L. D. Benson and T. M. Andersson, The Literary Context of Chaucer's Fabliaux

Friday (June 30):
Morning--Primary Reading: "The Shipman's Tale" and "The Merchant's Tale" (handouts); (Muscatine attending discussion sessions)
Afternoon--Panel Discussion of translations of Chaucer and instructional media and the teaching of Chaucer (Clemens)
Reserve: Translations by Hieatt, Lumiansky, Wright, and Morrison.

Week III:
Wednesday (July 5):
Morning--Lecture on The Italian Influence (Ruud)
Afternoon--Primary Reading: "The Clerk's Tale"
Supplementary Readings: Miller, "Francis Petrarch, from Letters of Old Age," "Dante Alighieri, from the Convivio and the Letter to Can Grande," and "Giovanni Boccaccio, from Il Filostrato and from the Teseide;" Wallace, "Chaucer's Continental Inheritance" and Frank, "The Canterbury Tales III: Pathos" (both in Boitani and Mann)
Reserve: H. H. Schless, Chaucer and Dante: A Reevaluation.
Evening: Screening of Monty Python and the Holy Grail

Thursday (July 6):
Morning--Lecture on Courtly Love (Clemens)
Afternoon--Primary Reading: "The Franklin's Tale"
Evening--Picnic supper 5:00; Lecture on "An Alternative Reading of the Canterbury Tales" (Owen) 8:00
Supplementary Readings: Miller, "Andreas Capellanus, from The Treatise on Love," "Richard Rolle, from The Fire of Love," "Geoffrey Chaucer, from The Parson's Tale";
Reserve: C.S. Lewis, The Allegory of Love; John V. Fleming, Reason and the Lover.

Friday (July 7):
Morning--Lecture on Levels of Fiction in the Canterbury Tales (Owen)
Afternoon--Primary Reading: "The Friar's Tale"
Supplementary Readings: Benson, "Personal Drama or Experiments in Poetic Variety?" (in Boitani and Mann).
Reserve: Owen, Pilgrimage and Storytelling; George Lyman Kittredge, Chaucer and His Poetry.

Week IV:
Monday (July 10):
Morning--Lecture on Chaucer and the Visual Arts (Ruud)
Afternoon--Primary Reading: "The Summoner's Tale"
Evening--Screening of Becket
Reserve: Variorum facsimile of The Hengwrt Manuscript; V. A. Kolve, Chaucer and the Imagery of Narrative.

Tuesday (July 11):
Morning--Lecture on the Dramatic Theory (Benson)
Afternoon--Primary Reading: "The Prioress's Tale"
Evening--Dance and reception for Benson
Reserve: Benson, Chaucer's Drama of Style; Variorum edition of The Prioress's Tale.

Wednesday (July 12):
Morning--Lecture on Chaucer's Audience (Ruud)
Afternoon--Primary Reading: "The Nun's Priest's Tale"
Evening--Screening of The Lion in Winter
Supplementary Readings: Miller, "Macrobius, from the Commentary on the Dream of Scipio" and "Geoffrey of Vinsauf, from The New Poetry."
Reserve: Variorum edition of The Nun's Priest's Tale; Richard Firth Green, Poets and Princepleasers: Literature and the English Court in the Late Middle Ages; Paul Olson, The Canterbury Tales and the Good Society.

Thursday (July 13):
Morning--Lecture on Chaucer's Influence and the History of Chaucer Criticism (Fein)
Afternoon--Discussion sessions sharing suggestions for teaching individual tales and peer responses to drafts of papers.
Evening--Farewell banquet, James River Room
Supplementary Readings: Fichte, "A Guide to Chaucer Studies" (in Boitani and Mann).
Reserve: Derek Pearsall, The Canterbury Tales; Caroline Spurgeon, Five Hundred Years of Chaucer Criticism and Allusion.

Friday (July 14):
Morning: Summary presentation of ideas for teaching discussed in groups from previous day. Evaluation of institute (discussion and written evaluation). (Fein)
Afternoon: Administrative close.

c. Staff

The institute was conducted and administered by two college Chaucer professors, and one high school teacher with experience teaching The Canterbury Tales. Four major speakers were also brought in as visiting lecturers.

1) Institute Core Staff

A) Project Director: Jay Ruud is Assistant Professor of English at Northern State College, and previously taught in the University of Wisconsin system. His Ph.D. dissertation at the University of Wisconsin-Milwaukee was on Chaucer's lyric poetry. Besides teaching Chaucer and other medieval literature courses, he has published more than a dozen scholarly pieces, including articles on Chaucer in The Chaucer Review, Modern Philology, and other journals, and was a participant in the NEH College Chaucer Institute at the University of Connecticut in 1987.

B) Co-directors:

(1) Susanna Fein, Assistant Professor of English at Kent State University, received her Ph.D. in medieval literature from Harvard in 1985 and taught at MIT and at Harvard before coming to Kent State. Her dissertation was on alliterative poetry in Middle English, and her scholarly work includes articles on medieval literature in Modern Philology, Modern Language Quarterly, and The University of Toronto Quarterly. She was also a participant in the 1987 NEH Chaucer Institute at the University of Connecticut, and is currently editing a book of Essays from the Chaucer Institute for the Kent State University Press.

(2) Thomas Clemens, an English instructor at Central High School in Aberdeen, South Dakota, earned an M.A. at the University of North Dakota in 1978. He has since taught high school and college English; for seven years he has taught British literature, including Chaucer, in high school. He developed and has taught at Central an Advanced Placement Honors Senior English course, which includes a unit on Chaucer. His advanced degree and his experience in teaching in both high school and college make him highly qualified to assist in this institute.

C) Visiting Lecturers:

1) Charles Muscatine, Professor of English at the University of California-Berkeley, has been President and a Trustee of the New Chaucer Society and is on the editorial board of the Chaucer Review. Perhaps the best known and most respected Chaucerian in America, Muscatine strongly supports projects like this institute, as is clear from his extensive experience with the National Endowment for the Humanities and the Guggenheim Foundation. His landmark book Chaucer and the French Tradition, has made him the world's leading stylistic critic of Chaucer. He has also published Poetry and Crisis in the Age of Chaucer (1972) and, most recently, The Old French Fabliaux (1986). In this institute we are asking him to concentrate on Chaucer's style and the fabliau genre, but his expertise in all areas of Chaucer studies will be invaluable to both participants and directors.

2) C. David Benson is Professor of English at the University of Connecticut, and has also taught at Columbia University and at the University of Colorado. His scholarly publications include articles on a range of Middle English literature, and the books The History of Troy in Middle English Literature (1980) and Chaucer's Drama of Style (1986). Benson is currently working on the Variorum Chaucer's edition of Troilus and Criseyde, and is also writing a critical study of Troilus to be published by Allen and Unwin. He was director of the NEH Canterbury

Tales Institute for college instructors at the University of Connecticut in the summer of 1987.

3) Charles A. Owen, Jr. was Professor of English and Chair of the Medieval Studies Program at the University of Connecticut. He has published many articles on Chaucer, including "The Crucial Passages in Five Canterbury Tales," which for many years has been a useful favorite of teachers. Owen edited Discussions of the Canterbury Tales (1961), and wrote Pilgrimage and Storytelling in the Canterbury Tales: The Dialectic of Ernest and Game (1977). Recently Owen has concentrated on the early manuscripts of the Canterbury Tales and published a PMLA article on that subject. Owen has served as Secretary and President of the New England Medieval Conference, and is presently a Trustee of the New Chaucer Society and of the English Institute and is Executive Officer of the Consortium in Medieval Studies, which he founded.

4) John V. Fleming is Fairchild Professor of English, and currently Chair of the English Department, at Princeton University. He is the author of the books The Romance of the Rose: A Study in Allegory and Iconography (1969), An Introduction to the Franciscan Literature of the Middle Ages (1977), From Bonaventure to Bellini (1982), and Reason and the Lover (1984), as well as more than a score of articles on medieval literature, many of them on Chaucer. Fleming is on the editorial board of several journals of medieval studies. Some of Fleming's major areas of expertise are medieval religion and iconography--he is one of the leading proponents of the historical/exegetical approach to medieval literature. He will be speaking on Chaucer's religion, though we expect his expertise will help both participants and directors in many areas.

d. Activities

1) Participants read the "General Prologue" and tales in the Kolve and Olson edition of The Canterbury Tales and the Coghill translation. They also read the supplementary material in Boethius, Sir Gawain, Robert Miller's Chaucer: Sources and Backgrounds, and other books we provided as indicated in the above timetable. Thus for example, in discussing the dreams of "Nun's Priest's Tale," participants were familiar with medieval dream theory, having read the sections from Cicero and Macrobius in Miller. They also made a reasonable effort, given the time constraints, to become familiar with some of the secondary sources which will be placed on reserve in the Williams Library.

2) Participants attended all meetings of their discussion groups, all morning seminars, and were strongly encouraged to attend the more informal evening sessions, which virtually everyone did.

3) Each participant was asked to open two small group discussion sessions by reading and commenting upon a passage in Middle English from the tale under discussion. This process helped ensure active interchange of participants' ideas.

4) Each participant submitted a written project of about eight pages, either exploring some aspect of the historical, cultural, or literary context of the Canterbury Tales, or reviewing the critical commentary on one tale, or discussing how he or she might approach teaching one of the tales. Participants exchanged first drafts of these

papers for peer comments the last few days of the institute, and sent final drafts to the directors a month later to be reproduced and distributed to all participants.

e. Costs: Following is a budget, which delineates fairly clearly our total costs for the program.

BUDGET

Area	Cost	Cost Sharing
Salaries and Wages	14,200.00	3,626.00
Fringe Benefits	816.00	370.00
Consultant Fees	3,600.00	0
Travel	9,410.00	0
Supplies and Materials	1,837.00	0
Services	1,558.00	0
Participant Stipends	18,000.00	6,000.00
Participant Room/Board	6,800.00	2,704.00
Participant Follow-up Room/Board	912.00	0
Participant Follow-up Activities	0	1,440.00
Indirect Costs	5,000.00	0
Total	62,133.00	14,140.00

6. Results

1) Participants' Evaluation: the participants completed a written assessment on the final day of the program evaluating the format, directors, speakers, discussion sessions, and other aspects of the institute. Our final report to the NEH will say that the responses were consistently positive; the dominant reactions included enthusiasm about all that had been learned, gratitude towards the teaching staff, and energetic resolves to teach Chaucer well. The teachers felt their experience to be professionally rewarding, intellectually satisfying, and wholly successful. One participant proclaimed "Each day was an exciting experience." Another called the institute "the most ideal learning environment that I have experienced." Still another complimented the staff this way: "Thank you for your direction of this institute and for the standards of scholarship you've all set as well as the resources you've made available to us. I'm very grateful for the privilege of being here."

2) External assessment: during the second week, we brought in an outside consultant for three days to observe and evaluate the institute, consult with staff, and meet with participants. Dr. William Woods of Wichita State University, an experienced Chaucerian who has participated in NEH programs in the past, served as our outside evaluator. His assessment, too, was highly complimentary. In his general remarks, he states "Having attended this Institute for three days, participating fully in its activities and speaking with a good number of the attendees, I am convinced that it is providing all concerned with a sound,

stimulating academic experience, as well as an atmosphere of mutual support and well-being. I am certain that these high school teachers will carry this experience with them into the classroom, and that their students will profit from it in turn."

7. Conclusions and Recommendations

The 1989 NEH Chaucer Institute exceeded all of our expectations as an exciting learning experience for both participants and staff. It generated enthusiasm for Chaucer and for the teaching of literature in general, and aroused interest in and expectations for more such programs in the future in South Dakota.

There were three purposes for the institute set forth in the grant application: training, building confidence, and boosting enthusiasm. The training of the twenty-four participants was intensive. The morning lectures presented critical material, sources, and ideas to help participants develop a perspective on Chaucer. Moreover, the outside speakers allowed participants to hear, first-hand, major points of "debate" within Chaucerian criticism. Finally, these lectures served as models of scholarship with careful research and intelligent weighing of evidence to establish appropriate interpretations. Through these lectures, assigned readings, research, and much discussion in small groups, the participants were trained to evaluate conflicting ideas, study evidence, and formulate their own interpretations and supporting arguments. Training like this has universal application in the intellectual life of our secondary teachers and has a direct influence on their students. Teachers, better than before, will be able to model the discussion of critical thought and research in the classroom.

All project goals were completed during the institute. There was great enthusiasm for the follow up conference in 1990, the bimonthly newsletter, and the booklet of papers on Chaucer written by the participants which were to be printed and distributed in early September.

Funding was adequate for the most part. Travel to Aberdeen is quite expensive, and air fares caused us to go over somewhat on the travel budget. Room and board charges also were increased somewhat from our original proposal. We were, however, able to complete the whole program with the funds available to us.

It would not be difficult to have a very similar program at another college or university. One needs only to secure adequate funding, contact a few important scholars (most of whom are enthusiastic about taking part in projects of this nature), and promote the program adequately. The most important thing is careful planning and coordination of events, readings, and lectures.

In summary, the enthusiasm for Chaucer generated by the institute is only part of the long range continued benefits of this program. Both participants and project staff have come away with a new appreciation for and excitement about how we can explore the humanities and how we can empower those who teach the humanities, and an optimism about what we can do along these lines in the future.